DOCUMENT RESUME

ED 229 383 SP 022 297

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TITLE A Look at the Curriculum and Instruction Gap in the Secondary School.
PUB DATE 8 Apr 83
NOTE 37p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Minneapolis, MN, April 8, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Practices; *Educational Theories; Inservice Teacher Education; Physical Education; *Physical Education Teachers; School Size; Secondary Education; *Teacher Attitudes; Teacher Response; Teacher Role; Teaching Experience; *Teaching Methods
IDENTIFIERS *Theory Practice Relationship

ABSTRACT

A study sought: (1) to discover the size of the physical education curriculum gap between theory and practice by determining the percentage of the schools studied used recommended procedures; (2) to determine if school size had any influence on teachers using recommended procedures; (3) to discover the size of the theory practice gap by determining what percent of instructors practiced recommended procedures; (4) to gather information from teachers as to why they chose not to use recommended practices; and (5) to determine if school size, teacher gender, and teaching experience and inservice education had any influence on teachers' use of recommended practices. Results support the widely held notion that a gap exists between instructional theory and practice. That gap, as reported by 228 instructors from a random sample of 20 Illinois secondary schools, is at least 35-40 percent in terms of regular use of recommended planning, practice, and evaluation procedures; teaching approaches; and teaching/learning environments. The reason most often stated by physical education teachers for not using recommended procedures was that "it was not necessary" (42 percent). School size, teaching experience, and inservice education were all found to be linked positively with the use of recommended practices. Tables presenting study data are appended. (JM)

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A Look At The Curriculum and Instruction Gap In The Secondary School

by

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Presented
NASPE Curriculum Academy, AAHPERD National Convention
Minneapolis, Minn.
Friday, April 8, 9-10:15 A.M.

Serious scholarly study of psychomotor learning in physical education is slightly more than a decade old. Much of the research and theory has been published in books, popular professional journals, scholarly and research publications. In addition, Ross stresses that many conferences, conventions and workshops have been conducted to spread the theory to practitioners. However a persistent and common concern among psychomotor learning scholars is the perception of a gap between the advocacy of theory and the practice of theory.

The existence of the "gap" in specific instructional components has been verified by systematic and unsystematic observation or practice, but the extent, nature and size of the gap has not been studied. Most curriculum research has focused on curriculum design and some research has been conducted in curriculum deliberation. However much has been written by Siedentop, Anderson and others about the failure of the physical education curriculum to reflect changes as a result of research, theoretical ideas or cultural pressure. Little systematic research has been conducted to verify that belief. Knowledge of the size and nature of the gap may provide information to construct functional bridges between the two realities and to uncover possible areas to be studied.

Theory has different meanings. Dictionary definitions vary from "guess or conjecture" to principles and methods as distinguished from its

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practice, to untested ideas or opinions. Ross (1981) defines theory as a "body of established hypothesis that have been confirmed to a reliable degree." (p. 42) Unfortunately not many physical education curriculum and instructional theories could meet that definition. Indeed Locke (1979) laments that a common body of knowledge about effective teaching is a myth and that at best what we have is an education guess. The term theory will be used in this presentation to denote recommended practice or procedures based on tested and untested theory. The practice definition carries less confusion. Practice refers to what is being done through procedures used to alter or regularize some aspect of human behavior as it relates to physical education.

The theory/practice gap in secondary schools is not limited to physical education. Cuban (1982) states that the American high school has changed little since the turn of the century. Nixon and Locke (1973) claim that practice in physical education has little to do with scientific knowledge about learning and even less with knowledge from research. Concern over the "gap" in theory and practice, as well as proposed procedures to lessen it, have been expressed by (Siedentop, Locke, Rothstein, Cheffers, and Ross). Kelly and Lindsay (1980) have compared knowledge obsolescence between graduating physical education senior majors and practitioners. Differences between groups were small. However, both groups scored lowest on curriculum content (35%) as compared to other sub-discipline areas. On the bright side, extensive investigation of what goes on in the gym has been conducted by a plethora of researchers. These researchers are systematically studying teacher behavior which is a part of the broad curriculum and instructional area.

Purpose

I wanted to (1) to discover the size of the curriculum gap between theory and practice by determining what percent of the schools use the recommended procedures and to determine if school size had any influence, and (2) to discover the size of the instruction gap by determining what percent of instructors practice recommended procedures. In addition, information obtained from the teachers was sought to shed light on why they choose not to use recommended practices (theory) and to determine if school size, and sex, experience and in-service education of the instructors had any influence on their use.

Procedures

Obtaining data to meet the purpose of this study is immediately beset by the usual methodology problems confronting curriculum and instruction research relative to the validity of the research especially in field research. The project was designed to personally interview a random sample of secondary school physical education faculty to obtain information concerning instructional practices. Curriculum documents were studied and the physical education program leaders and faculty were interviewed to obtain information concerning curriculum practices. A questionnaire was designed to serve as a controlled means to obtain the data.

Each variable in each major area of study was compared where appropriate by school size, sex of instructor, inservice education of faculty and experience of faculty. Each difference was investigated for statistical significance using the chi square process.

Sample

Twenty schools were selected at random from the Illinois School Directory for field study. No school size or geographical locations were placed on the selection. Fifty-five percent of the schools had enrollment of 1500 or less.

Questionnaire Development

After reviewing the literature on psychomotor curriculum and instructional theory, a list of recommended procedures based on tested and untested theory was developed and sent along with the proposed questionnaire to five nationally known experts to determine the validity of these practices as ones recommended. In addition, the panel was asked to assess the appropriateness of the procedures, clarity of the questions and responses, and objectivity of the statement. Any question receiving less than 80% agreement on appropriateness was eliminated. The test retest reliability coefficient was .99. The questionnaire was pilot tested. Responses provided final information concerning responses and readability adequacy. As a result the questionnaire was somewhat altered for use in collecting data in the field interviews.

Curriculum Results

Department heads were initially interviewed concerning their physical education curriculum. There were no female department heads. Thirty-five percent of the schools had no department head in which case a male and female staff member who were informally responsible for the curriculum were interviewed.

Organization

Curricula demographics identified class size, period length, days of physical education per week and unit length. The following would seem to be typical:

Class Size	30-40 students
Period Length	45-50 minutes
Days Per Week	5 days
Unit Length	16-25 days
Years	4 years

Eighty-five percent of the schools interviewed stated that all units were the same length.

Curriculum Guide

Even though it would seem that every school would have a physical education curriculum guide since it is required by most state and accrediting agencies, only 75% had a curriculum guide. Of those who had none, two schools stated that they didn't believe in them; and two, blamed the lack of a guide on teacher apathy. The curriculum guides were relatively current. Only 13% had not been revised within the past five years. Eighty percent of those schools who did not have a curriculum guide had enrollments less than 500 students.

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The curriculum guides were studied to determine the nature of the contents. Most guides contained a goals statement (75%) and a philosophy statement (70%). Almost two-thirds of the schools had determined the scope and sequence of their curriculum. The gap between recommended practice and application is thus about one-third. However the disparity grows much larger when other usual recommended content items ranging from activity objectives (50%) to references for each activity (25%). Seventy percent of the schools provide no plan for evaluating their curriculum.

Content Selection

No one theoretical basis seemed to guide content selection. Content for the curriculum was selected primarily to provide a variety of activities (95%). However 85% of the schools also selected content to primarily provide for physical development and to satisfy perceived student motives (70%). Sixty-five percent of the schools stated student fun was a major consideration in satisfying student motives. The least mentioned basis for content selection was disciplinary knowledge (5%) and developmental stages (20%).

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Decision Making

It would appear that faculty have considerable opportunity to participate in curriculum decision making (75%) and to make final decisions (55%). (Table 4) However, participation by others such as parents and students occurs in only 30% of the schools sampled.

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Curriculum Provisions

Handicapped

The overall gap between recommended practices (theory) and practice in program provision is approximately 55-60%. Surprisingly 70% mainstream the handicapped. However 50% still offer special programs for the temporarily and permanently handicapped. Larger schools (+1500) tend to offer mainstreaming more than smaller schools. (43% vs. 57%) It appears that larger schools tend to offer special programs for the temporarily handicapped more often than small schools (72.72% vs. 27.27%) whereas the reverse is true for the permanently handicapped (77.78% vs. 22.22%). None of these differences are statistically significant. The reason most often given for not providing mainstreaming is that the faculty is believed not "adequately trained" to manage such provisions (80%). All of the schools not offering programs for the temporarily handicapped indicated that they didn't believe in the need to offer such programs. Safety (60%) and disbelief in the need (40%) were given as reasons for not providing programs for the permanently handicapped.

Sex Integration

Sex integrated physical education in the secondary schools has been required since 1976; yet, thirty percent of the schools offer programs that are less than 24% sex integrated. Most of these schools are small schools (83.33%). Reasons for not offering programs which have at least 50% sex integrated classes are concern for staff ability to teach them (83.33%), safety (50.00%), ability differences (33%) and disbelief in the idea (33%). Approximately one-third of the schools were completely sex integrated and 67% of those were larger schools. None of the school size differences were statistically significant.

Student Choice

Forty-five percent of the schools offer not student choice. Only 10% always provide student choice. Reasons for not providing student program choice were not sought. However, student choice was given mostly by larger schools (67% vs. 33%). School size differences were not statistically significant.

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Curriculum Evaluation

The gap between "theory" and practice in the area of curriculum evaluation practices is easily the largest found. Fitness testing was meager. Only 25% used the AAHPERD Fitness Tests and none used the new health related fitness tests. Reasons for not giving the fitness tests were don't believe in" (40%) and "takes too much time" (26.67%). Fifty percent of the schools were unaware of the AAHPERD Health-Related Fitness tests.

Skill was evaluated by 70% of the schools. Both skill tests and subjective skill ratings were used by 70% of the schools to measure skill. Student attitude was assessed by 30% of the schools. These findings support the research of Imwold, Rider and Johnson (1982). They found that skill tests were given 76.9% in secondary schools and written tests in 61%. Reasons for not evaluating attitude were: 50% "other" (usually indicated they didn't know how) and 36% "don't believe in." Forty-five percent of the schools do not use written knowledge tests. The most often reasons given for not giving written tests was that it "took too much time" (44%) and "don't believe in" (33%).

Only 30% of the schools did not annually assess goal attainment. However most schools indicated that the assessment was basically non-data based. Grades were given by all schools and all included participation as a major component. Thirty percent of the schools did not use learning as a basis of the grade. School size differences were not significant.

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Curriculum Congruence

A curriculum congruence with theory rating was given schools and compared by school size. This rating was based on the score given each school relative to their compliance with 20 recommended procedures. Fifty five percent of all the schools were in the lower third, 35% in the middle and 10% in the upper third. Smaller schools are less congruent than larger schools. (63.63% vs 55%) These differences are not statistically significant.

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To summarize my curriculum results----results would indicate that a curriculum gap does exist between theory and practice. On the average that gap is about 50% of what is recommended. Twenty-five percent of the schools did not have a written curriculum guide and of those that did only 65% included a scope and sequence for their program. Content is selected to provide a variety of activities that will aid in physical development and satisfy student motives. Program provisions such as handicapped programs, sex integrated classes, student program choice and knowledge concepts is provided by about 50% of the schools. Systematic evaluation of the curriculum was practiced by about half of the schools. Fitness testing is rarely offered. It would appear that the gap is smallest in decision making since 75% of the schools include faculty in curriculum decision making and 55% permit their participation in final decisions. Only 10% of all the schools ranked high in congruence with recommended curricula practices. However, smaller schools seem to be overall less congruent with recommended practices than larger schools since 63.63% fall in the lower third of the ratings compared to 44.44% of the larger schools.

Reasons for the existence of the gap vary. However it may be said that the lack of program provisions for the handicapped and sex integrated class are the result of concern for the lack of faculty training to teach them and for concern of the safety of students involved. The large gap in evaluation practices is attributed to many reasons; but a surprisingly large percentage of schools not evaluationg their programs, don't believe in the need.

It would appear that those who have proclaimed a curriculum theory practice gap are probably correct given the results of the study.

Instruction

Now, let's turn to the instruction gap. All 128 instructors from the 20 schools studied for the curriculum gap were interviewed. Filed visits were planned to permit a minimum of one-half day at each school. Data was recorded based on their responses to questions on the questionnaire. Instructors were requested to review the recorded data for accuracy. Overall the sample was a fairly equal representation by school size, sex and experience. These variables plus in-service education ratings were studied to determine if differences in the use of "theory" existed among them.

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In-service ratings in physical education were determined by adding items related to membership in professional physical education organizations, reading professional physical education literature, participation at professional physical education meetings, participation in continuing education courses and completion of a master's degree. High in-service physical education ratings were obtained by 42.97% of the instructors. Ninety-two percent were full-time physical educators. Approximately 50% of the instructors belonged to a physical education professional organization. Readings were the most often in-service source: 85.94% for physical education. The average use for all five physical education items was 62.18%. The high incidence of professional reading, workshop attendance and participation in continuing education supports the results of Wendt, Pelton and Stevens (1983) who found that these activities were judged valuable 58.8%, 83.5% and 65.3% respectively.

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Recommended practices investigated were planning, skill practice, teaching approach, communication techniques, evaluation and teaching/learning environments.

These broad areas and components of each were compared to determine differences by school size, in-service education, sex and experience of instructor. The use of a student centered approaches were least used (36%) and positive teaching/ learning environment procedures the most used. (82%) Overall the gap between theory and practice based on instructor self-reports is at least 35%. Since the data are generated from self-reports; it could be assumed that errors, if any, are probably in the direction of not using the recommended practices.

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An analysis of the difference using the chi square technique indicates a significant increase of the use of all recommended practices by instructors from larger schools, $p < .05$ by teachers with high in-service ratings, $p < .01$ and by most experienced teachers, $p < .01$. Significant differences by sex were found in the utilization of all evaluation procedures, $p < .05$ and with all practice events, $p < .05$. Instructors from larger schools used all of the planning procedures more than those from smaller schools, $p < .01$. The most widespread significant difference in the use of recommended practices were found with teachers of high inservice training ratings: all evaluation procedures, $p < .05$, all planning procedures, $p < .05$, and teaching-learning environment procedures, $p < .01$. And finally, significant differences were found in the use all evaluation procedures by teachers with more experience $p < .05$.

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Planning

Planning procedures selected to study were lesson plans, objective, skill analysis, progression and assessment of student entry ability. The percent of average regular use was 54.2%. Only 3.7% indicated

inability to use planning procedures. The reason most often given for non-use of planning procedures was a belief that "it was not necessary." (55.56%) Written lesson plans were used the least (30.46%) and planning progressions were used the most. (85.9%)

Large schools (+1500), females, instructors with high inservice education ratings and with the least experience (-5 years) used the procedures most often. These differences were not statistically significant except that females used progressions more than males, $p < .05$. In general, it may be concluded that the planning theory/practice gap investigated in this study is approximately between 45%-50%.

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Teaching Approach

Teachers were questioned concerning their regular use of teaching approaches: group, small group, and individualized instruction. All classes that observed used the group approach exclusively and 64.1% of the instructors stated that they most often used this approach. Individualized instruction was used the least. (3.9%) This finding supports the study by Rupnow (1982) who found that about half of the practitioners sampled relative to the use of student centered approaches rejected the notion. Cheffers and Mancini (1978) have found similiar results. Only 6.30% of the teachers in this study indicated that they used all of these approaches but at different times. The type of activity was often the

determinant of their use. Reasons given for not using student centered approaches were "don't believe in" (17.96%) and "it takes too much time." (28.12%) Instructors from large schools, females, and with high inservice education used student centered approaches most often. However, the least experienced teacher (-5 years) used student centered approaches less often (17.39% vs 39.13%) than those with fifteen or more years experience. This supports the conclusion by Templin (1979) that beginning teachers revert to practices that they have experienced when confronted with survival. None of these differences were statistically significant.

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Communication

Instructors were interviewed and observed using selected communication procedures: demonstration, explanation, audio-visual media, reading, programmed learning and student input options. Almost all instructors regularly used demonstration and explanation exclusively (95.31% and 96.09%). About one third stated that they used media assists and one-fourth used procedures other than demonstrations and explanation. Programmed learning was used by 9.38%. Reasons for not using communication procedures other than demonstration and explanation were not investigated.

Significant differences were found in more use of demonstration by males, $p < .05$. Amount of experience seemed to be related to the use of media and reading. Significant differences were found for media, $p < .05$. and for use of reading materials, $p < .05$.

These differences were found mostly in the 6-10 years of experience range. All other differences were not statistically significant.

Practice Procedures

Practice procedures that were investigated were the regular use of goal directed tasks, cueing, incentives, feedback, varied practice time, maximum active learning time, variety of learning experiences, and mastery learning. Since 60.49% was the average use of all of these practice procedures, the gap is about 50%. The reason most often given for not using these practice procedures were: "takes too much time" (36.19%) and "not necessary." (29.14%) However 34.24% cited "other" reasons such as "depends upon the activity" and "not practical." Variety of learning experiences (82.81%) and feedback (80.46%) were most often used. It is interesting to note that 76% reported an emphasis on ALT. Data based studies show that by and large instructors provide less than 1/3 of class time as ALT. The least often used practice procedures were mastery learning (46.09%) and incentives. (47.65%) The major reason given for not using mastery learning was that "takes too much time." (58.46%) Surprisingly the major reason for not using feedback was "not necessary." (45.45%)

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Again instructors from larger schools and with high inservice rating used the recommended practice procedures more often. Teachers from larger schools used goal directed tasks significantly more, $p < .01$, varied the amount of practice time more according to student need, $p < .001$, and used mastery learning procedures more often, $p < .05$. Teachers with high inservice ratings used mastery learning more often, $p < .05$, and those with more experience used incentives more, $p < .05$. All others obtained differences were not significant.

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Evaluation

Evaluation procedures were investigated to determine the extent to which formative skill and written tests, summative skill and written tests, and affective domain tests were regularly used. Overall mean use of evaluative procedures was 56.49%. Formative skill tests were given by 70.07% and summative written tests by 60.16%. Formative written and summative skill tests were given the least 44.53% and 38.38% respectively. Since most of the instructors gave grades (88.38%), it is interesting to note the low use of summative skill evaluation. Affective domain evaluation was used the least. (37.50%) Common reasons given for not using evaluative procedures was a belief that "it was not necessary" (41.41%) or that they "don't believe in it." (23.93%) Over half of the instructors who did not give summative skill or written tests expressed a belief that they were not necessary. (54.76% and 50.98%)

Evaluation procedures are generally more used by instructors from larger schools: significant differences were found in the use of formative skill tests, $p < .0001$, use of summative written tests, $p < .05$, use of summative skill tests, $p < .001$, and the use of grades, $p < .0001$. Only isolated significant differences were found in the other variables investigated. Female instructors used formative written tests more than male instructors, $p < .05$.

Summative skill tests were used more often by instructors of high inservice rating, $p < .05$, and affective testing was used more by teachers with experience differences, $p < .05$. These results support the findings by Imwold, Rider and Johnson (1982). They found that women used tests more often than men; and that, in general, the apparent lack of testing in physical education programs should be a concern.

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Teaching/Learning Environment

The kind of teaching/learning environment that teachers regularly fostered was studied. These were high expectations, high structure, learning emphasis, participation emphasis and business-like atmosphere. The average use of these environments was 75.47%. The least used (49.22%) was a business like atmosphere. The high structure was (75%) supports the work of Bain (1975 and 1976) and Ward (1982).

School size and inservice education were generally significantly linked with the use of selected teaching/learning procedures. Instructors from large schools had higher expectations for students, $p < .001$, higher structure, $p < .05$, more emphasis on learning, $p < .05$, and provided a more business-like atmosphere, $p < .01$. Likewise, high inservice education instructors were

linked with high expectations for students, $p < .01$, higher class structure, $p < .05$, and a greater emphasis on learning, $p < .05$. All other differences were not significant except for the use of more business-like atmosphere by more experienced teachers, $p < .05$.

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Summary

Clearly the data obtained in this study supports the widely held notion that a gap exists between instructional theory and practice. That gap as reported by 128 instructors from a random sample of 20 Illinois secondary schools is at least 35-40% in terms of regular use of recommended planning, practice and evaluation procedures, teaching approaches and teaching/learning environments. However, each of these instructional areas vary in the size of the from 64% to 18%. Research on teaching has a good beginning in investigating components of some of these various areas especially teaching behavior in the practice of skills. Except for the work of Anderson (1978) much of the research has focused on a small sample of schools and instructors. Ideally the application of controlled data based research on all instructional components, using a wider sample of instructors and schools, is needed.

The reason for not regularly planning, using recommended practice, and evaluation procedures were most often stated to be a belief that "it was not necessary." (42%) It is difficult to account for such a belief without further study. It may be that these instructors do not subscribe to an educational view of physical education or that in the absence of evidence

of their value they use other procedures which they believe are at least as productive.

It would appear that school size, experience and inservice education are linked with the use of recommended instructional practices. (Theory) Significant differences in favor of more use of all of these practices were found by instructors from larger schools, with varied experience levels, and with high inservice education levels. It would appear that the best hope for closing the theory/practice gap would be increasing in-service education for all teachers and those from espeically smaller schools and for different groups of teachers by experience.

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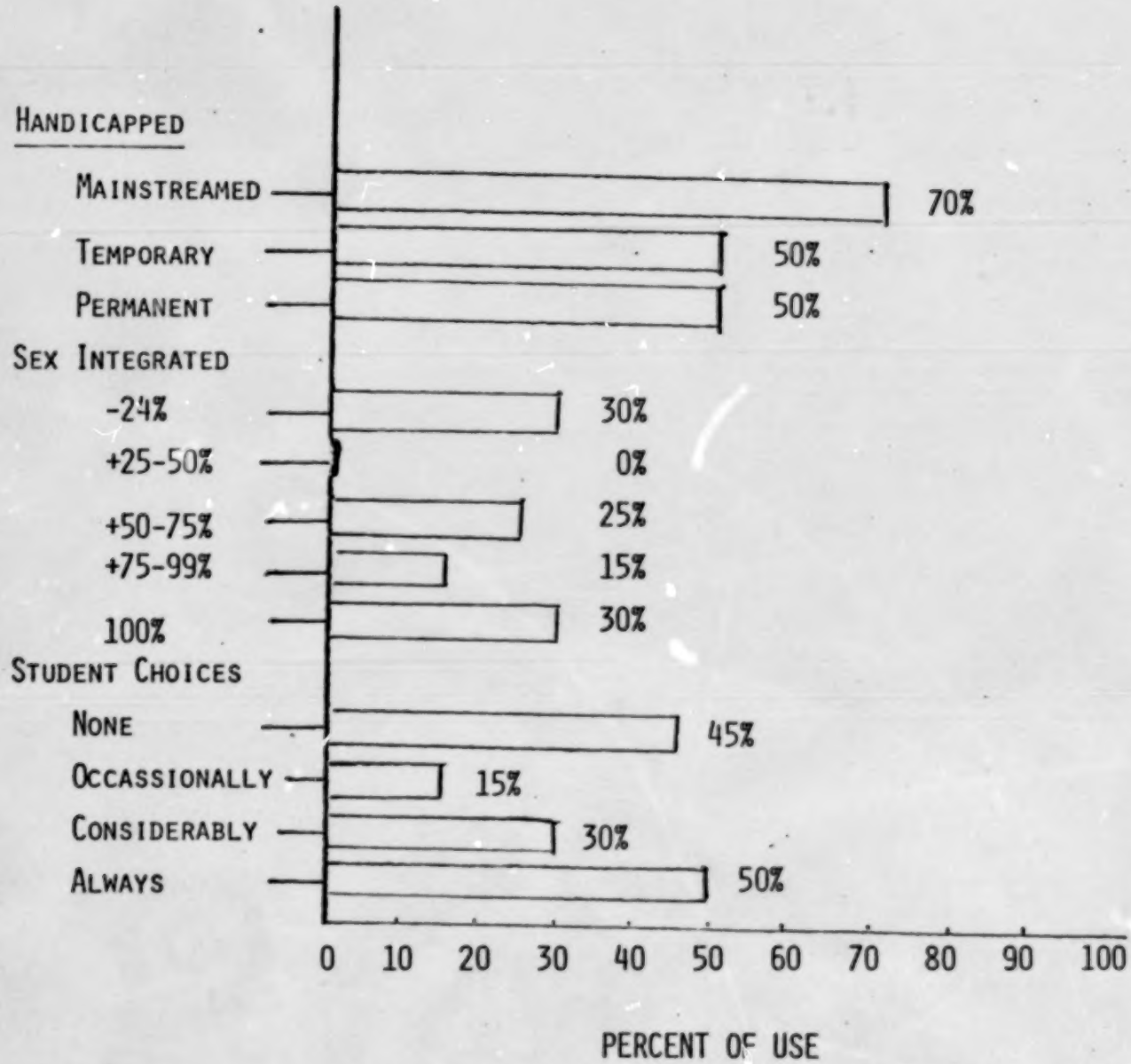
CURRICULUM GUIDE CONTENT
N = 20

CONTENT ITEMS	N	PERCENT PROVIDING
PHILOSOPHY STATEMENT	14	70.00
GOALS STATEMENT	15	75.00
SCOPE AND SEQUENCE	13	65.00
OBJECTIVES PER ACTIVITY	10	50.00
SCOPE AND SEQUENCE PER ACTIVITY	9	45.00
UNIT TEACHING STRATEGIES	7	35.00
UNIT MANAGEMENT PLAN	9	45.00
UNIT EVALUATION PLAN	9	45.00
EVALUATION PLAN	6	30.00
UNIT LEARNING EXPERIENCES	7	35.00
UNIT REFERENCES	5	25.00

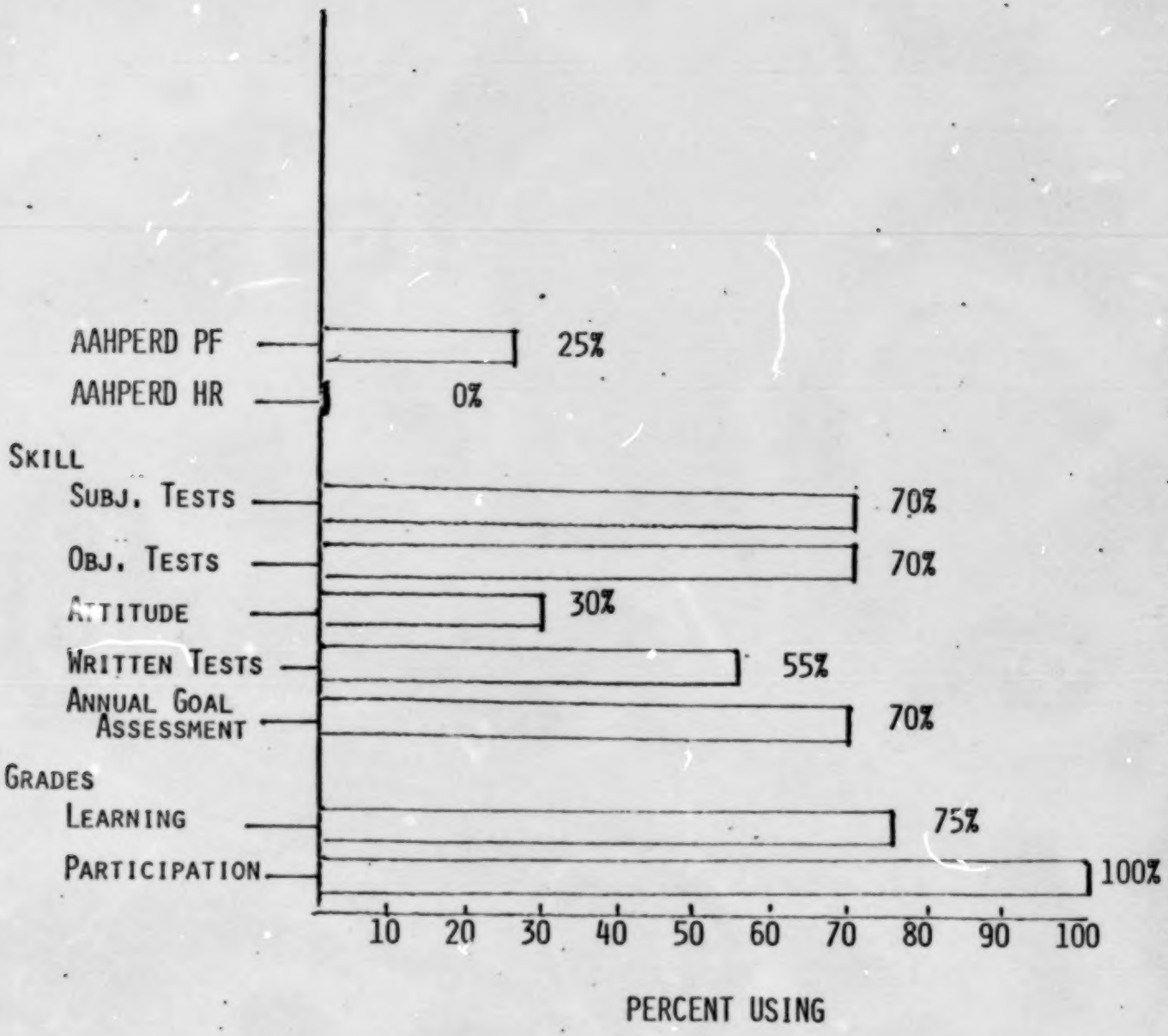
DECISION MAKING
N = 20

PARTICIPATOR	PARTICIPATION		FINAL DECISION	
	N	PERCENT	N	PERCENT
ADMINISTRATOR	9	45.00	9	45.00
DEPARTMENT HEAD	4	20.00	5	25.00
FACULTY	15	75.00	11	55.00
OTHER	6	30.00	0	0.00

PROGRAM
PROVISIONS



CURRICULUM
EVALUATION
PRACTICES



CURRICULUM CONGRUENCE BY SCHOOL SIZE

SCHOOL SIZE	HIGH		MIDDLE		LOW	
	N	PERCENT	N	PERCENT	N	PERCENT
-1500	1	9.09	3	27.27	7	63.63
+1500	1	11.11	4	44.44	4	44.44
ALL	2	10.00	7	35.00	11	55.00

T5

CURRICULUM THEORY/PRACTICE GAP SUMMARY

OVERALL GAP ABOUT 50%

25% HAVE NO CURRICULUM GUIDES

35% HAVE NO SCOPE/SEQUENCE

CONTENT SELECTION IS BASED MAINLY ON VARIETY TO SATISFY PHYSICAL DEVELOPMENT AND STUDENT MOTIVES.

50% PROVIDE FOR HANDICAPPED, SEX INTEGRATION, STUDENT CHOICE AND MOVEMENT CONCEPTUAL KNOWLEDGE.

CURRICULUM EVALUATION LARGEST GAP

10% OF THE SCHOOLS WERE HIGH IN CONGRUENCE WITH "THEORY."

GAP REASONS VARY: PROGRAM GAP BECAUSE OF LACK OF TRAINING EVALUATION GAP. BECAUSE "DON'T BELIEVE IN"

T6

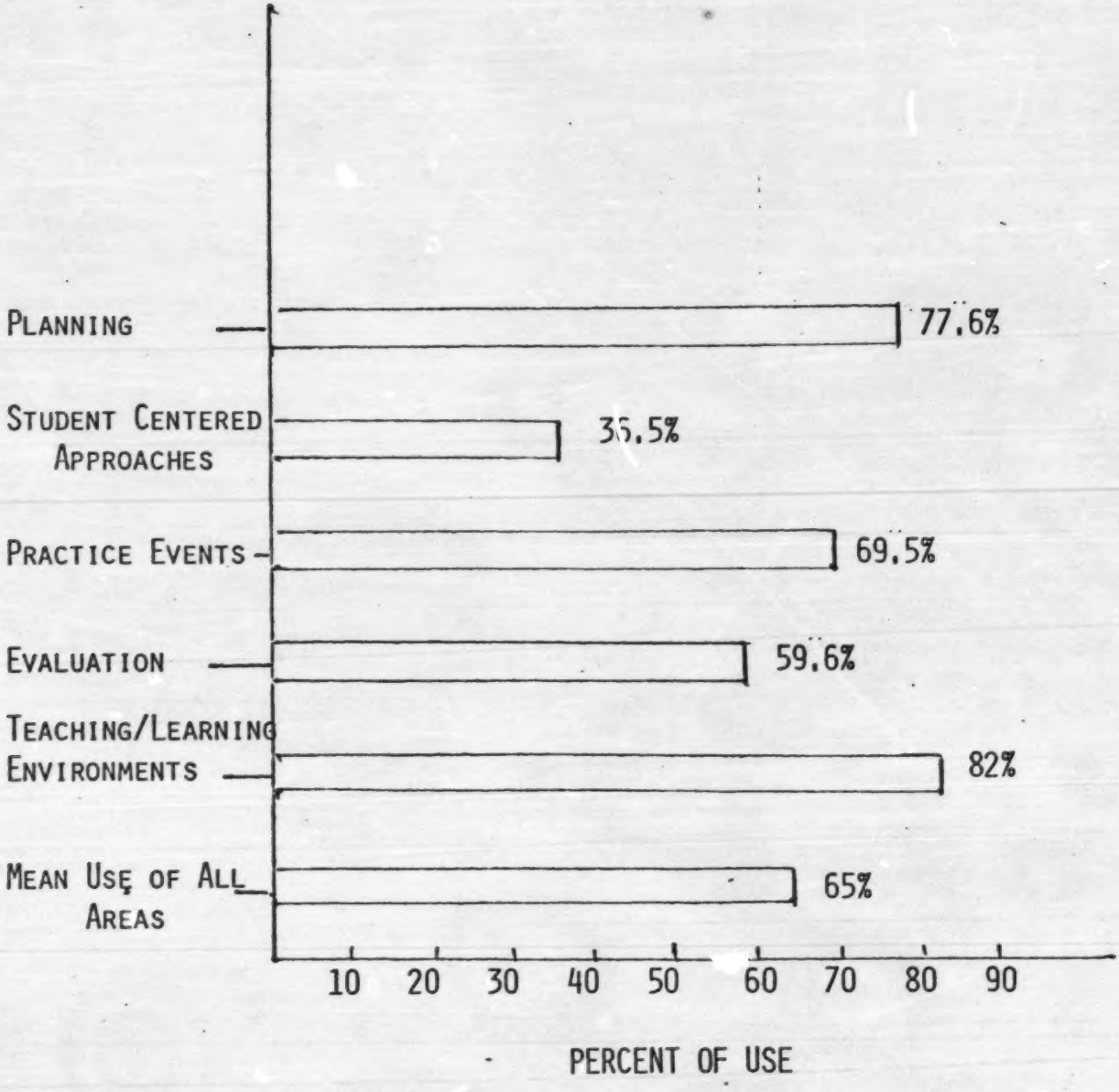
IN-SERVICE RATINGS

ITEM	N	PERCENT
MASTERS DEGREE	79	61.72
PROFESSIONAL MEMBERSHIP	65	50.78
WORKSHOP ATTENDANCE	75	58.59
READINGS	110	85.94
CONTINUING EDUCATION	68	53.90
AVERAGE USE	398	62.18

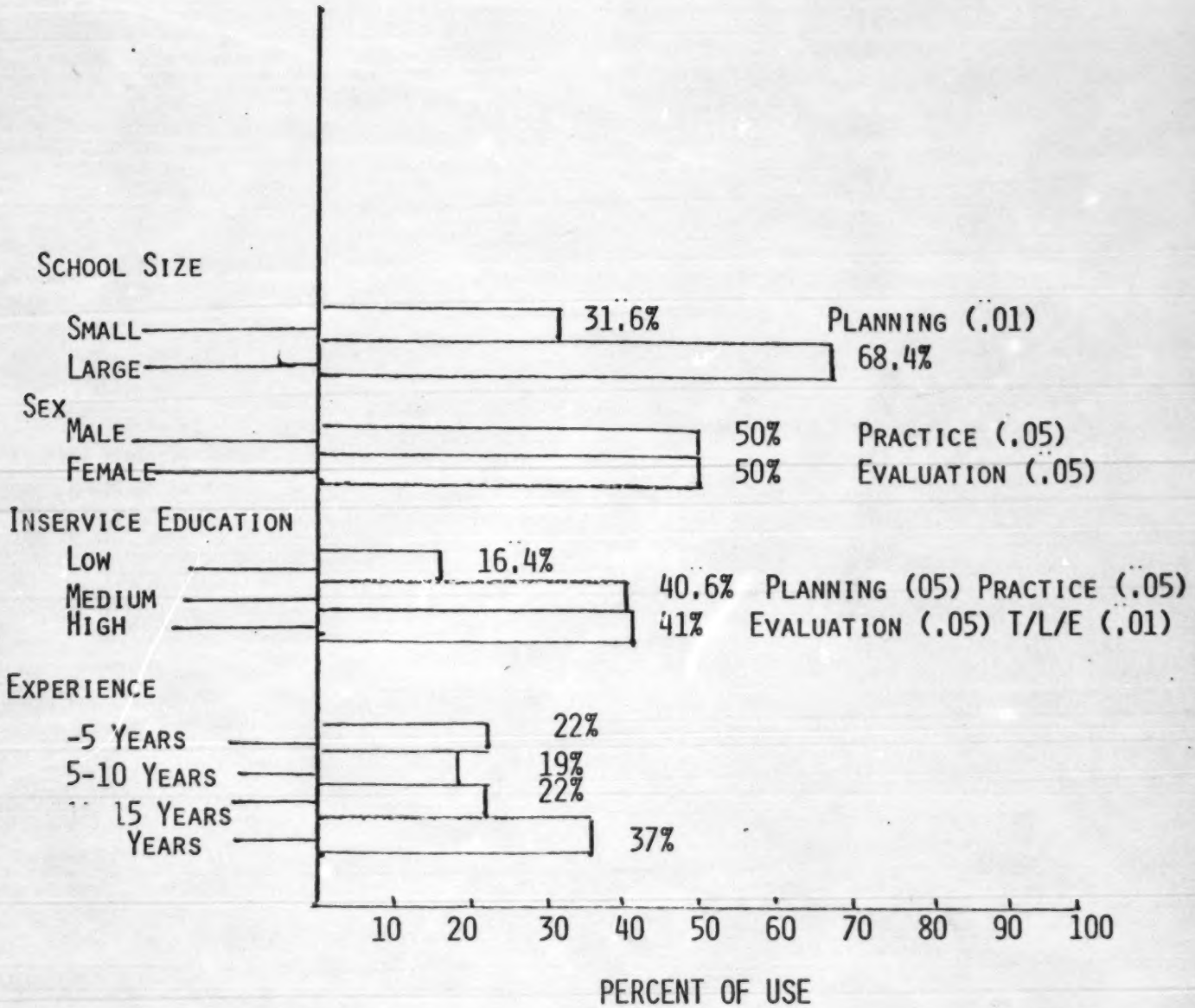
RANKINGS

LOW RATINGS	16.4%
MEDIUM RATINGS	40.6%
HIGH RATINGS	43.0%

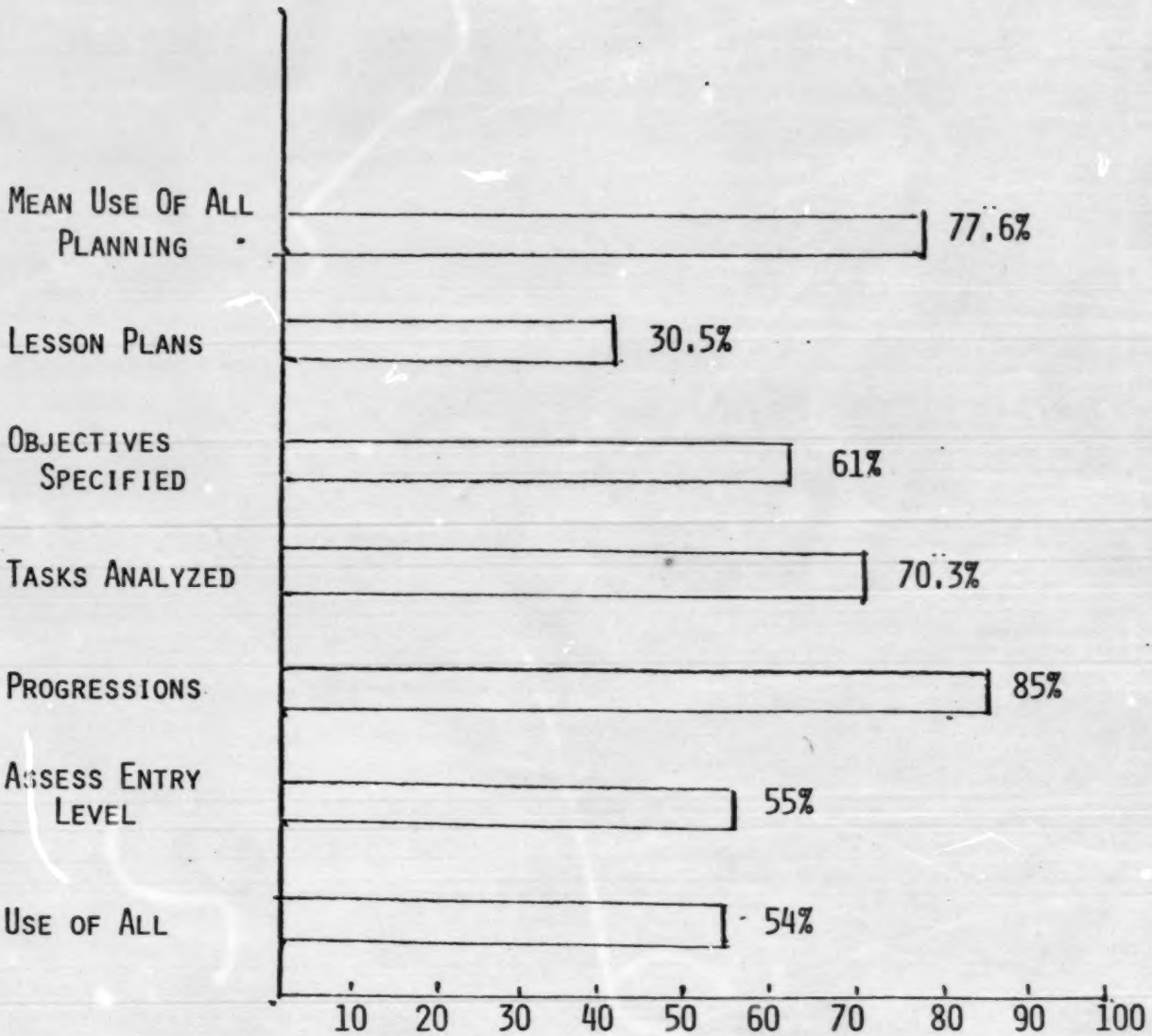
COMPILED
INSTRUCTIONAL
AREAS



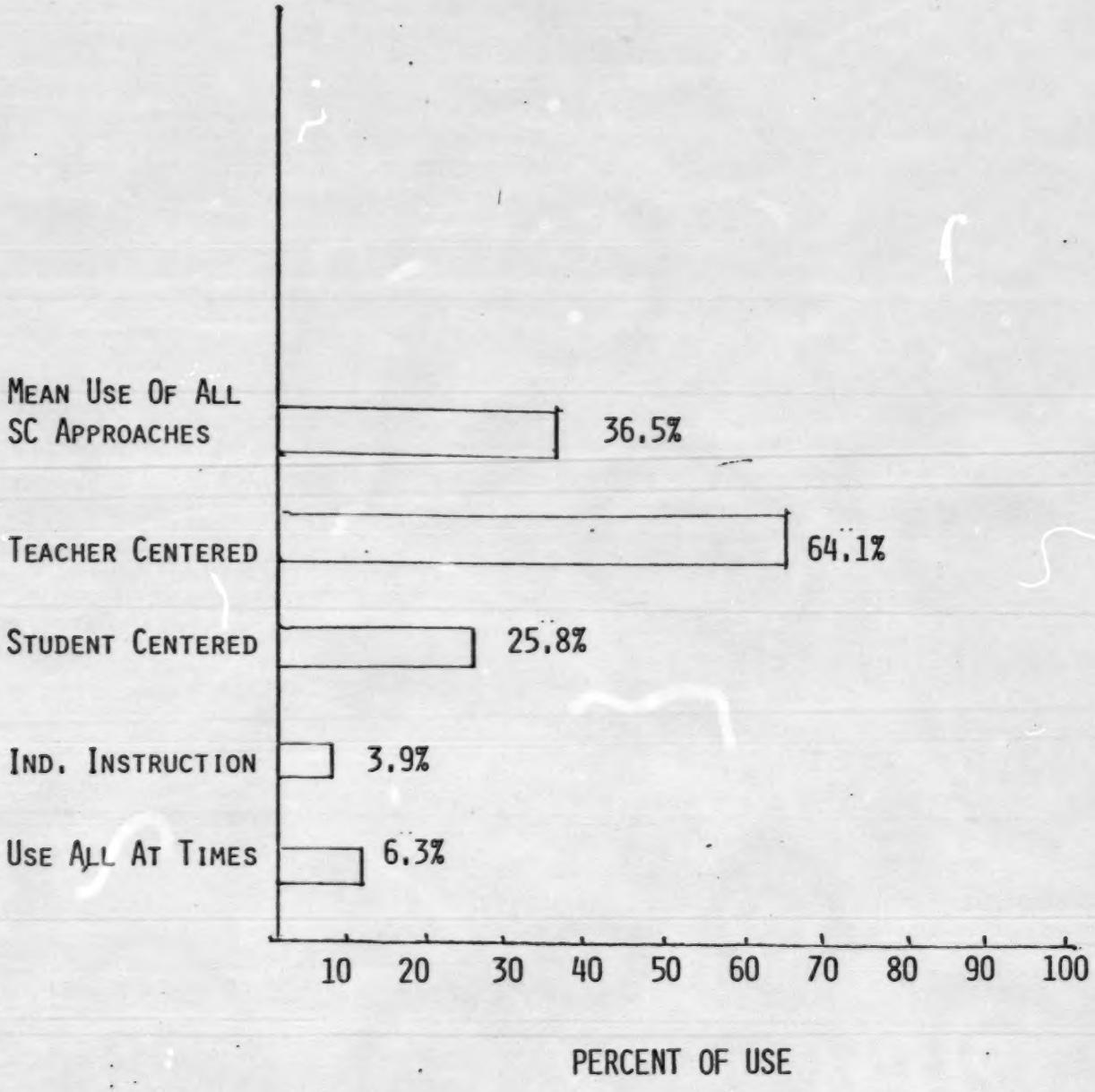
COMPARISON OF ALL INSTRUCTIONAL PROCEDURES BY SCHOOL SIZE SEX INSERVICE EDUCATION EXPERIENCE

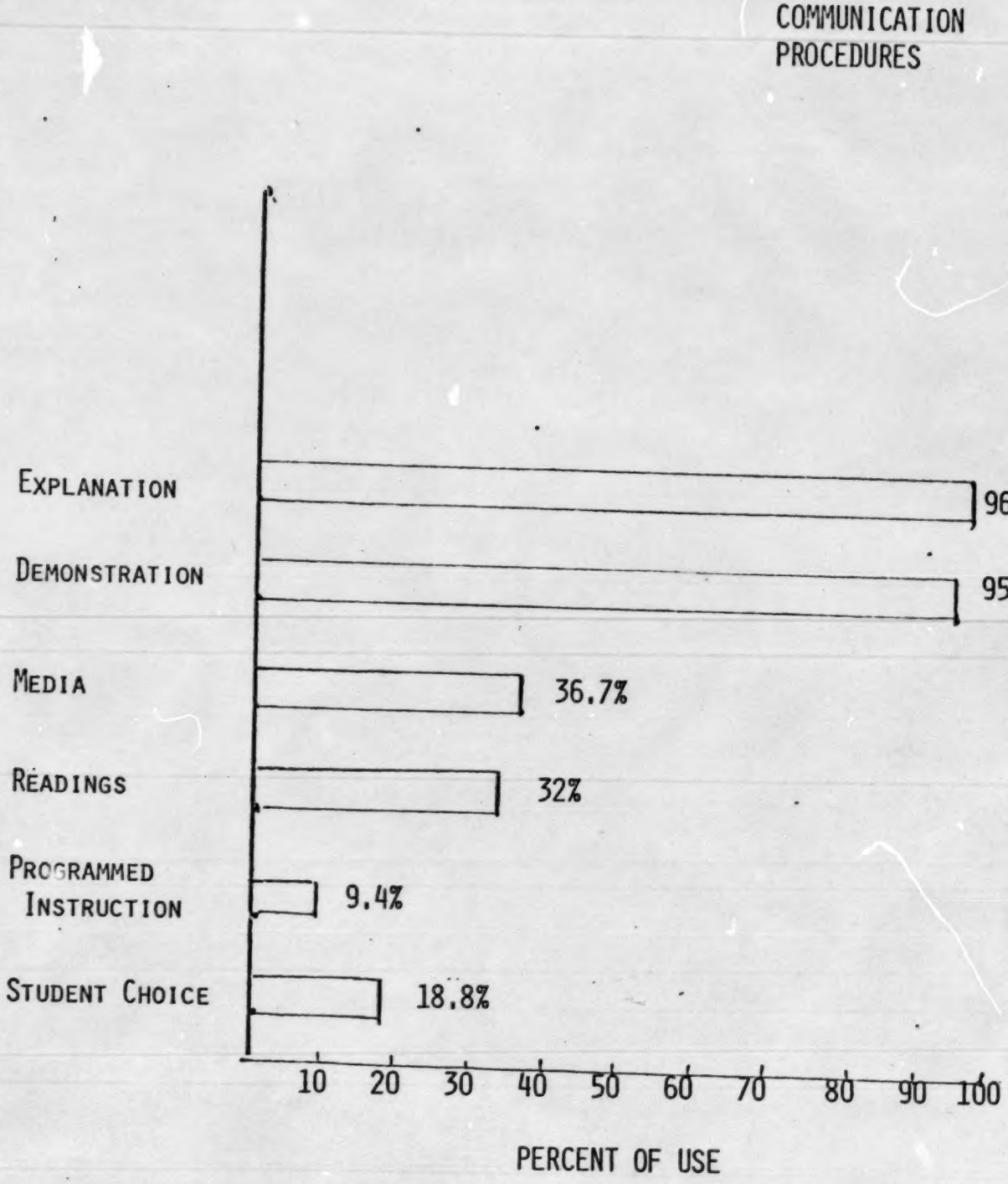


PLANNING
PROCEDURES

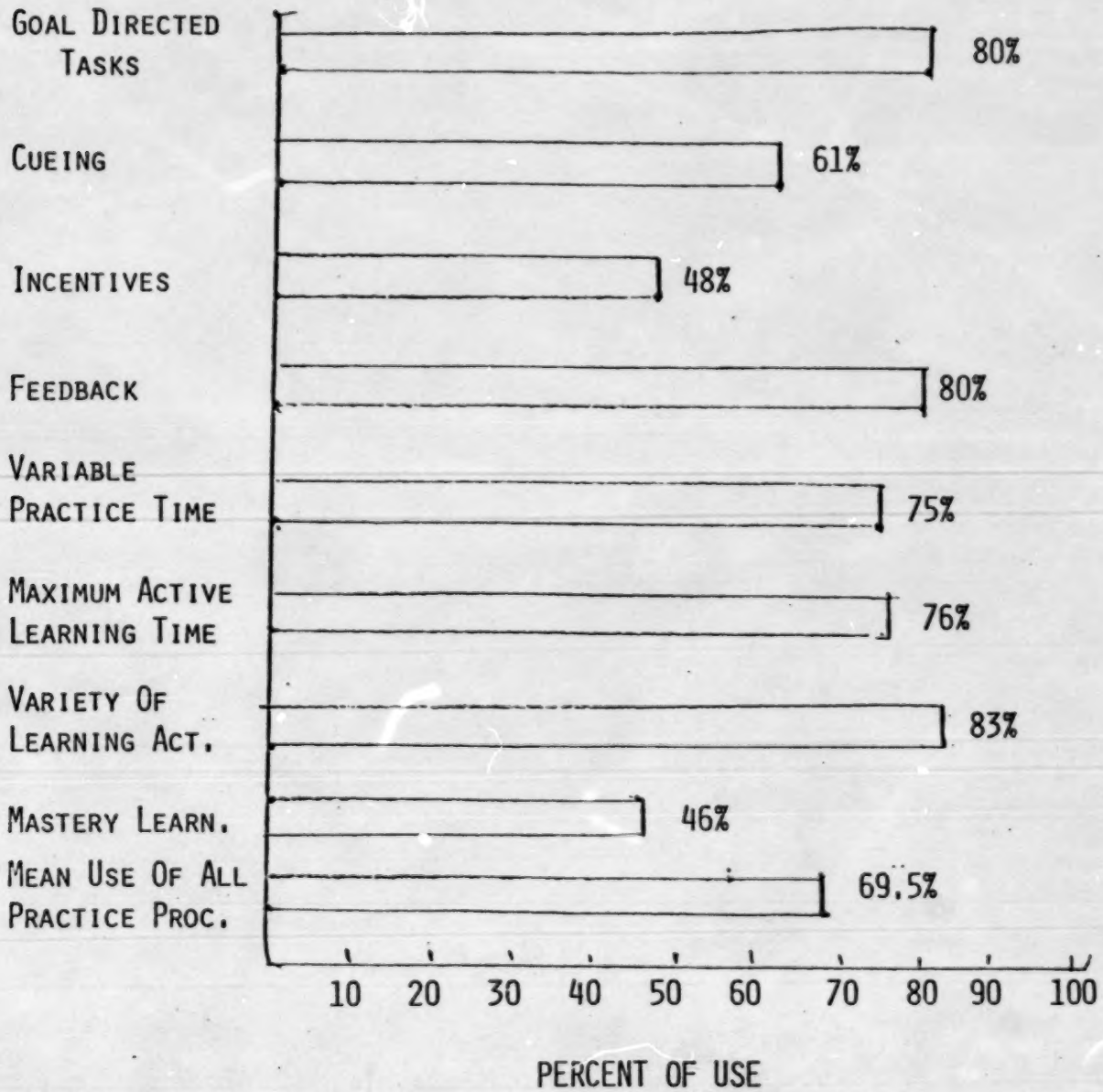


TEACHING
APPROACHES



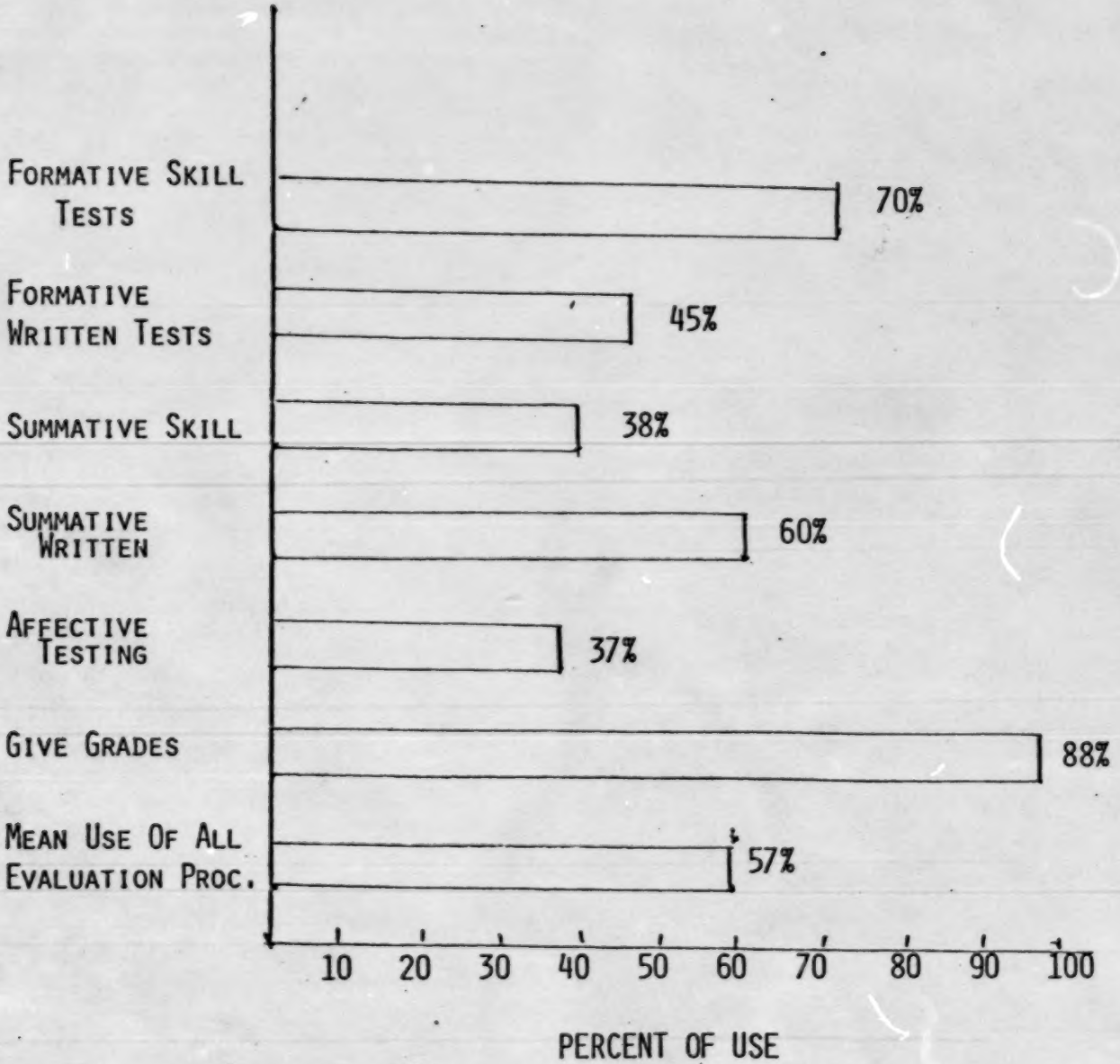

COMMUNICATION PROCEDURES
EXPLANATION
96.1%
DEMONSTRATION
95.3%
MEDIA
36.7%
READINGS
32%
PROGRAMMED INSTRUCTION
9.4%
STUDENT CHOICE
18.8%
10 20 30 40 50 60 70 80 90 100
PERCENT OF USE

PRACTICE PROCEDURES

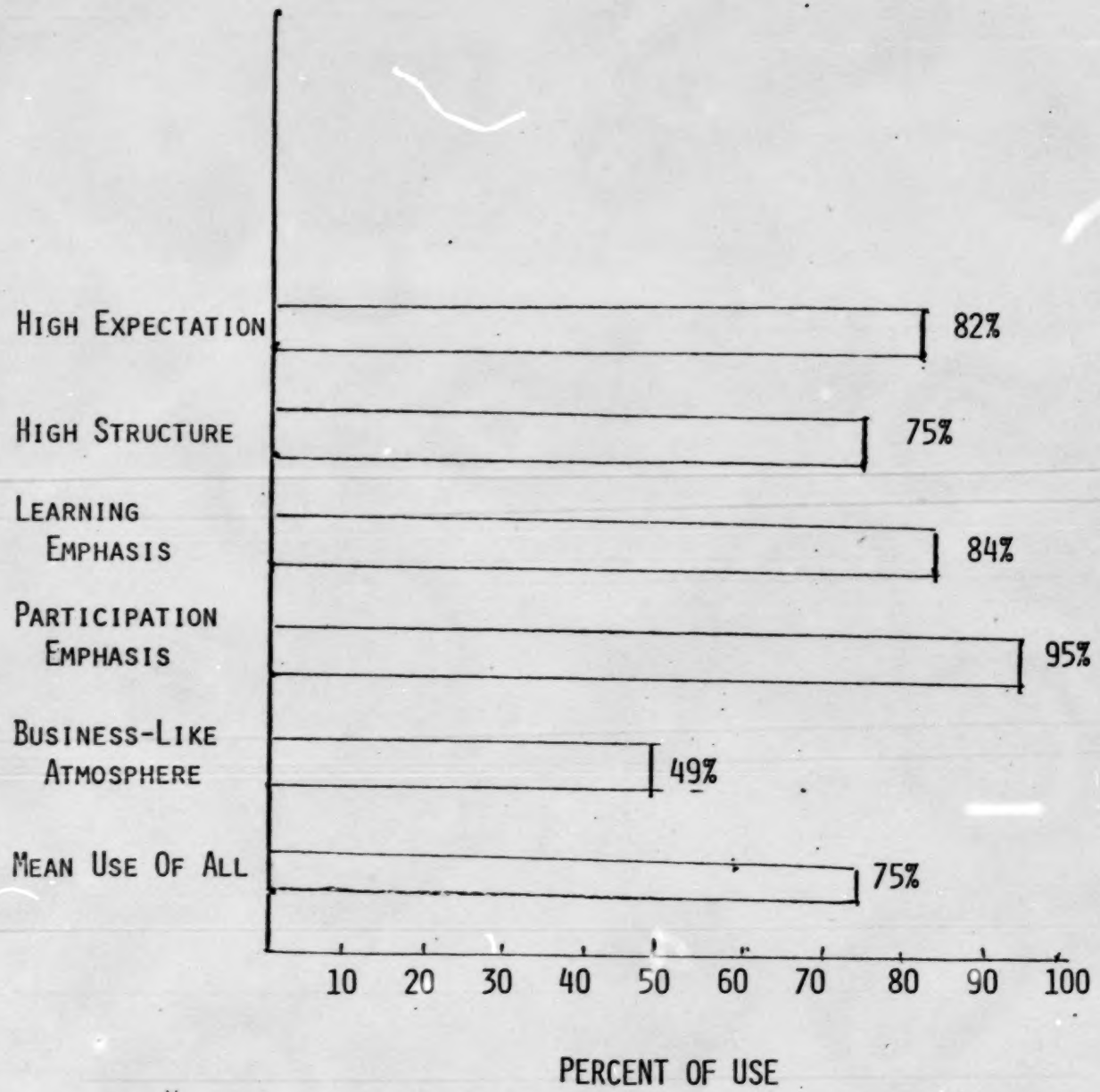


T 13

EVALUATION PROCEDURES



TEACHING
LEARNING
ENVIRONMENT
PROCEDURES



INSTRUCTION THEORY/PRACTICE GAP SUMMARY

- OVERALL GAP ABOUT 37%
- GAP RANGE BY INSTRUCTIONAL AREAS 18% - 64%
- REASON FOR NOT USING "THEORY" MOST OFTEN (42%) "NOT NECESSARY."
- GAP SMALLEST WITH TEACHERS FROM LARGE SCHOOLS, HIGH INSERVICE RATINGS AND VARIED EXPERIENCE LEVELS.
- INCREASING INSERVICE EDUCATION MAY BE BEST WAY TO CLOSE THE GAP.